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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 27 titles deal with a variety of topics, including the following: (1) the effect of the single-parent family on reading comprehension and attitude toward reading; (2) the relationship between first grade children's reading achievement and their performance on selected metalinguistic tasks; (3) the relationship between the ability to categorize level of concept used and reading achievement; (4) the effects of color and print size on readability; (5) the relationships of the chronological age, psychological type, and reading comprehension of college students; (6) the relationship between selected schooling inputs and processes and gains in elementary school pupil achievement in reading, language arts, and mathematics; (7) the influence of an auditory approach using recorded story telling sessions to improve reading performance; (8) the impact of preschool programs and home factors on the reading readiness of first grade learners; (9) an investigation of physical setting in narrative discourse and its influence on the reading comprehension and reading interest of elementary school students; (10) the effectiveness of direct decoding training for the improvement of achievement with beginning readers; and (11) the effects of visual organizers on learning and retention. (HOD)

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Reading Achievement: Characteristics Associated with Success and Failure:

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Abstracts of the following dissertations are included in this collection:

Bruinsma, Robert Walter
THE RELATIONSHIP BETWEEN FIRST GRADE CHILDREN'S READING ACHIEVEMENT AND THEIR PERFORMANCE ON SELECTED METALINGUISTIC TASKS

Buermann, Peter Bruce
THE RELATIONSHIP OF AUDITORY-VISUAL INTEGRATION TO READING ACHIEVEMENT, INTELLIGENCE, GRADE PLACEMENT, AND SEX IN ELEMENTARY STUDENTS

Cancroft, Virginia Shea
CHARACTERISTICS OF ORAL LANGUAGE OF KINDERGARTEN CHILDREN AS PREDICTORS OF BEGINNING READING ACHIEVEMENT

Cope, Constance Lee
THE EFFECT OF STUDENT MOBILITY, APTITUDE, AND MILITARY STATUS ON STUDENT READING SCORES

Craddock, Sonia May
AN INVESTIGATION OF PHYSICAL SETTING IN NARRATIVE DISCOURSE, AND ITS INFLUENCE ON THE READING COMPREHENSION AND READING INTEREST OF ELEMENTARY STUDENTS

Davis, Gail H.
THE RELATIONSHIP BETWEEN THE ABILITY TO CATEGORIZE LEVEL OF CONCEPT USED AND READING ACHIEVEMENT

Della Valle, Joan Chandross
AN EXPERIMENTAL INVESTIGATION OF THE RELATIONSHIP(S) BETWEEN PREFERENCE FOR MOBILITY AND THE WORD-PAIR RECOGNITION SCORES OF SEVENTH-GRADE STUDENTS TO PROVIDE SUPERVISORY AND ADMINISTRATIVE GUIDELINES FOR THE ORGANIZATION OF EFFECTIVE INSTRUCTIONAL ENVIRONMENTS

Enke, Susan Riedel
INTERACTIVE EFFECT OF ATTITUDE, DOGMATISM, AND CONTENT UPON AN ASPECT OF COMPREHENSION

Gerardi, Daniel Anthony
THE EFFECTIVENESS OF DIRECT DECODING TRAINING FOR THE IMPROVEMENT OF ACHIEVEMENT WITH BEGINNING READERS

Greenwood, Scott Coleman
THE RELATIONSHIP OF WAIS-R SCORES, SOCIAL STATUS, AND EDUCATIONAL VARIABLES TO READING ACHIEVEMENT IN PRISON POPULATIONS

Griffin, Roquette Batalo
THE EFFECTS OF A FUNDAMENTAL MAGNET SCHOOL PROGRAM ON THE ACADEMIC ACHIEVEMENT OF THIRD AND FIFTH GRADE CHILDREN

Guth, James Harry
THE RELATIONSHIP BETWEEN SELECTED SCHOOLING INPUTS AND PROCESSES AND GAINS IN ELEMENTARY SCHOOL PUPIL ACHIEVEMENT IN READING, LANGUAGE ARTS, AND MATHEMATICS

Halpern, Honey Gael
AN INVESTIGATION OF READING AND CONCEPTUAL TEMPO MEASURES

Hayes, Ralph W.
THE RELATIONSHIP OF STUDENT ATTITUDE TO ACADEMIC ACHIEVEMENT IN READING/LANGUAGE MATHEMATICS, SCIENCE, AND SOCIAL STUDIES WHEN GENDER, GRADE LEVEL AND CLASS SIZE ARE CONTROLLED

Hynd, Cynthia R.
THE EFFECTS OF METHYLPHENIDATE ON THE READING BEHAVIORS OF ELEMENTARY SCHOOL CHILDREN DIAGNOSED AS HYPERACTIVE

Johnston, Raymond L.
EFFECTS OF COLOR AND PRINT SIZE ON READABILITY

Layne, Robert David
THE INFLUENCE OF AN AUDITORY APPROACH USING RECORDED STORY-TELLING SESSIONS TO IMPROVE READING PERFORMANCE

Miller, Ronald Edgar
A STUDY OF THE EFFECTS OF VISUAL ORGANIZERS ON LEARNING AND RETENTION

Nides, Alexander George
THE EFFECT OF LEARNING STYLE PREFERENCES ON ACHIEVEMENT WHEN AN ADVANCE ORGANIZER IS EMPLOYED

O'Brien, Susan
THE IMPACT OF SCHOOL RESOURCES ON ELEMENTARY STUDENTS' ACHIEVEMENT IN READING AND MATHEMATICS IN A SELECTED WISCONSIN SCHOOL DISTRICT

Ray, Robert Douglas
THE RELATIONSHIP OF BIBLIOTHERAPY, SELF CONCEPT AND READING READINESS AMONG KINDERGARTEN CHILDREN

Rettinger, Georgina S.
THE ROLE OF AUDITORY ANALYSIS AND SYNTHESIS IN DEVELOPING READING COMPETENCE

Roberts, Tamara Lindsay
THE IMPACT OF PRESCHOOL PROGRAMS AND HOME FACTORS ON THE READING READINESS OF FIRST GRADE LEARNERS

Spencer, Frank Eugene
AN ASSESSMENT OF ADLERIAN LIFE STYLE AND READING ABILITY OF NINTH GRADERS

Thomason, Rose S.
RELATIONSHIPS OF CHRONOLOGICAL AGE, PSYCHOLOGICAL TYPE, AND READING COMPREHENSION OF COLLEGE STUDENTS

Vaughn, Rosco C.
THE RELATIONSHIP OF SCHOOL ENROLLMENT SIZE AND STUDENT ACHIEVEMENT IN READING, LANGUAGE AND MATHEMATICS IN NEW MEXICO SCHOOLS

Waldron, Jean Mussehl
THE EFFECT OF THE SINGLE-PARENT FAMILY ON READING COMPREHENSION AND ATTITUDE TOWARD READING

THE RELATIONSHIP BETWEEN FIRST GRADE CHILDREN'S READING ACHIEVEMENT AND THEIR PERFORMANCE ON SELECTED METALINGUISTIC TASKS

BRUINSMA, ROBERT WALTER, D.ED. *The University of British Columbia (Canada)*, 1982. Supervisor: Dr. Robert D. Chester

Objectives. The purpose of this study was first to conceptualize specific metalinguistic abilities related to reading acquisition and to provide a conceptually defensible rationale for the measurement of those abilities by a battery of tests. A second major purpose was to gather empirical data concerning the relationship of the defined metalinguistic abilities and reading achievement in a group of first grade children. A third purpose was to examine the influence of gender on reading achievement and performance on metalinguistic tasks.

Procedure. A Test of Metalinguistic Awareness (TOMA) was developed and administered to 113 first grade subjects in March, 1981. In April, 1981, all subjects were administered the reading subtests of the Stanford Achievement Test Primary I. Factor analysis was used to determine the underlying factor structure of the TOMA. Multiple regression analyses were used to examine the relationships of the subtests of the TOMA to reading achievement.

Results. Factor analysis revealed a two factor structure for theTOMA interpreted as a Function factor and a Structure factor. The Function factor was discovered to account for the greatest amount of the variance in reading achievement ($R^2 = 0.24$).

Multiple regression analysis indicated that the entire TOMA accounted for about 31 percent of the variance in reading achievement and that TOMA Subtest 5 (Awareness of the language of instruction) alone accounted for 20 percent.

There were no significant differences in reading achievement or metalinguistic awareness as a function of gender.

Conclusions. It was concluded by the experimenter that metalinguistic awareness as measured by the TOMA is a significant though limited predictor of reading achievement in grade one pupils similar in character to those used in the study. It was further concluded that awareness of functional aspects of language may be more important to reading acquisition and achievement than is awareness of structural aspects of language.

The study concludes with a discussion of its limitations and suggestions for further research are presented.

THE RELATIONSHIP OF AUDITORY-VISUAL INTEGRATION TO READING ACHIEVEMENT, INTELLIGENCE, GRADE PLACEMENT, AND SEX IN ELEMENTARY STUDENTS

Order No. DA8410124

BUERMANN, PETER BRUCE, ED.D. *Temple University*, 1984. 144pp. Major Adviser: Dr. Stanley Rosner

The development of reading skill requires the association of visual and auditory information; this ability to make connections between modalities has been referred to as cross-modal organization or intersensory transfer. Many studies, using a "Morse-code" type of stimuli, resulted in positive correlations between auditory-visual integration and reading achievement. The question has been raised, however, whether this "natural" correspondence of auditory and visual stimuli was comparable to reading, which utilizes an "arbitrary" kind of correspondence between auditory and visual symbols.

This study was designed to answer the following questions: (a) Is there a significant relationship between "natural" and "arbitrary" measures of auditory-visual integration? (b) What are the relationships between "natural" and "arbitrary" measures of auditory-visual integration and reading ability? (c) Are mesures of auditory-visual integration related to intelligence? (d) Are measures of auditory-visual integration significantly related to grade placement? (e) Are measures of auditory-visual integration, intelligence, and reading ability significantly related to sex differences?

The subjects for this study were 90 elementary pupils, fifteen boys and fifteen girls randomly selected from grades two, four, and six of a public school district. Measures of auditory-visual integration were the Birch-Belmont extended test ("natural") and the Sound-Symbol Association Test from the Goldman-Fristoe-Woodcock Auditory Skills Battery ("arbitrary"). Reading achievement was assessed by the California Achievement Test; intelligence was measured by the Short Form Test of Academic Apiitude.

Results of the study indicated no significant correlations between the two measures of auditory-visual integration. Although correlations among both measures of auditory-visual integration and reading ability were positive, controlling for the influence of intelligence reduced the magnitude of most of the correlations to non-significant levels. Multiple regression analysis showed intelligence to be the leading predictor of reading achievement. Intelligence was significantly correlated with both measures of auditory-visual integration. None of the measures used in the study showed significant sex differences.

It was concluded that auditory-visual integration did not appear to be a unitary trait; rather consideration has to be given to the nature of the stimuli, their relationship, and to the nature of the task presented to the subject. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

CHARACTERISTICS OF ORAL LANGUAGE OF KINDERGARTEN CHILDREN AS PREDICTORS OF BEGINNING READING ACHIEVEMENT

Order No. DA8413192

CANCROFT, VIRGINIA SHEA, ED.D. *Hofstra University*, 1983. 100pp.

The purpose of this study was to determine if selected factors in the oral language of kindergarten children could be used as predictors of beginning reading success.

The subjects of the study were 20 kindergarten children enrolled in a suburban elementary school in Suffolk County. The socioeconomic background of the subjects ranged from high socio-economic level to low socio-economic level.

The following variables served as predictors for this study: (1) the number of sentences used in the representative language sample; (2) the mean length of the sentences; (3) the extent of vocabulary as measured by the per cent of words found at each of five frequency levels in the Lorge-Thorndike lists; (4) the diversity of vocabulary as measured by Carroll's Type-Token ratio; and (5) the scores of the Metropolitan Readiness Test (MRT) Revised, 1976.

The results from these selected variables were compared with: (1) the scores of the Stanford Achievement Test and (2) the scores of a constructed cloze test.

Multiple stepwise regression equations were calculated to determine: (1) the predictive power of the combined selected linguistic variables as measured by a standardized achievement test and a cloze test. (2) the predictive power of the combined selected variables and the Metropolitan Readiness Test score as measured on the Stanford Achievement Test and a cloze test.

The data indicated the selected linguistic variables were not significant in predicting beginning reading success as measured on the reading sub-test of the Stanford Achievement Test nor on the cloze test either in group or combined with the score on the readiness test.

Analysis of the data indicated that the group of linguistic factors combined with the score on the readiness test was a slightly better predictor of beginning reading success as measured by the standardized achievement test.

Limitations of the study were the small number of subjects, the difficulty in collecting and analyzing representative language samples of young children, and specificity of results to the population which tended to be verbal, had considerable experimental background, and frequent opportunities to use language skills.

THE EFFECT OF STUDENT MOBILITY, APTITUDE, AND MILITARY STATUS ON STUDENT READING SCORES

Order No. DA8418771

COPE, CONSTANCE LEE, ED.D. *University of Wyoming*, 1984. 93pp.

This study was designed to investigate the effect of student mobility, student aptitude, and student military status on sixth grade students' reading achievement scores. The research study was conducted at Harrison School District Number Two, Colorado Springs, Colorado, in November, 1982. The research design was causal-comparative and the statistical design was a computer research series of three "two-way" factorial analyses. A level of significance of .05 was selected as the probability level.

The sample population was 393 sixth grade students from 16 classrooms in six elementary district schools. The *Stanford Achievement Test* reading achievement raw scores were used as the dependent variable. The *Otis-Lennon School Ability Test* determined the students' aptitude placement and the school district's P.O. 874 Impact Aid cards provided the students' military status data. The *Stanford Achievement Test* also indirectly established the data necessary to determine the students' mobility standing. By filling in the letter "Z" in a special column for their middle names on their MRC answer sheets, the students indicated that they had been in the same school since and including first grade. A "non-mobile" student was a student who had attended only one school previous to and including sixth grade. A "mobile" student was regarded as any other sixth grade student.

All these data were compiled, indexed, and categorized for each of the 393 students. The statistical information was then processed through the University of Wyoming campus computer and the following study findings were reported: (1) The "non-mobile" students did better in their mean reading achievement scores than the "mobile" students, showing a statistically significant difference. (2) The "non-military status" students showed no statistically significant difference in their mean reading achievement scores in comparison in the "military status" students. (3) The "high aptitude" students did better on their mean reading achievement scores than the "medium aptitude" students who, in turn, did better than the "low aptitude" students, showing a statistically significant differences among all groups. (4) There was no statistically significant interaction between any of the student mobility, student military status, or student aptitude groups.

AN INVESTIGATION OF PHYSICAL SETTING IN NARRATIVE DISCOURSE, AND ITS INFLUENCE ON THE READING COMPREHENSION AND READING INTEREST OF ELEMENTARY STUDENTS

CRADDOCK, SONIA MAY, D.ED. *The University of British Columbia (Canada)*, 1982. Supervisor: T. Westermark

The purpose of this study was to determine the extent to which the variable, physical setting, in narrative prose influenced the silent reading comprehension and expressed interest of sixth grade students when they read such narrative prose.

Six stories, each with three treatment levels, were written. Treatment levels were: local physical setting, foreign physical setting, and non-specific physical setting. Stories were designed to control relevant qualitative and quantitative variables and difficulty level. Cloze tests were constructed over all the story versions to measure silent reading comprehension. Semantic Differential Scales were constructed to measure expressed interest in the stories.

A randomized selection of the stories were read by 344 grade six students who then completed the matching Cloze test and a Semantic Differential for each story read. The Gates-MacGinitie Comprehension test was administered to the students and scores were used to divide the subjects into three reading ability groups.

Data were analyzed using a fixed effects 2 x 3 x 3 fully crossed factorial design with repeated measures over the six stories. Scheffe tests for multiple comparisons were used to determine differences among groups. Reading comprehension was found to be significantly influenced by the physical setting in a story. The Cloze scores on the locally-set stories were reliably higher than the Cloze scores on both the foreign set stories, and on the non-specific set stories.

Cloze scores on the non-specific set stories were reliably higher than on the foreign set stories. There was however, no significant difference on the comprehension scores between specific set and nonspecific set stories. Interest was not significantly influenced by the setting of the stories, but was influenced by story difficulty; easy stories being significantly preferred over the harder stories. Although there was a significant relationship between comprehension and expressed interest, the relationship was not significantly influenced by the setting of the story.

THE RELATIONSHIP BETWEEN THE ABILITY TO CATEGORIZE, LEVEL OF CONCEPT USED, AND READING ACHIEVEMENT

Order No. DA8419754

DAVIS, GAIL H., PH.D. *Temple University*, 1984. 106pp. Major Adviser: Dr. Thomas Busse

This study was directed towards analyzing and describing the everyday, basic, and verbal concept formation of middle class, suburban, male adequate and poor readers.

Twenty tenth grade males scoring below the twenty-fifth percentile on the California Achievement Test and below the sixth grade level on the Temple University Informal Reading Inventory were assigned to the poor reader group. Those twenty subjects were matched with twenty adequately reading males who scored above the fiftieth percentile on the California Achievement Test and above the ninth level on the Temple University Informal Reading Inventory. The experimental testing took place during the subjects' eleventh grade.

To measure verbal concept formation, the total number of correct responses to the Similarities subtest of the Wechsler Adult Intelligence Scale and to the Likenesses-Differences subtest of the Detroit Test of Learning Aptitudes were counted as were the level of these responses. Part I and Part II of the Gelb-Goldstein-Weigl-Scheerer Object Sorting Test were administered to measure everyday concept formation. The Kasanin-Hanfmann Test was administered to measure basic concept formation.

The number of correct sortings, correct verbalizations, and the number of responses at each level were recorded and analyzed using Multivariate and Univariate Analyses of Variance and Covariance.

A significant difference was found between poor readers and adequate readers in verbal concept formation. Poor and adequate readers differed in the number of abstract level responses on each of the tests. In everyday concept formation, the total number of correct sortings for poor and adequate readers did not differ, but the number of verbalizations of sortings on each part of the test did differ as did the quality of the responses. The scores of both groups in basic concept formation did not differ.

Findings indicated that differences in concept formation do occur especially in verbal concept formation. Teachers should take these differences into consideration when planning instruction. Special attention needs to be paid to developing concepts. Concrete experience and manipulation of concrete objects should be provided when learning new concepts. The experiential background of students needs to be expanded so that they can understand new concepts.

AN EXPERIMENTAL INVESTIGATION OF THE RELATIONSHIP(S) BETWEEN PREFERENCE FOR MOBILITY AND THE WORD-PAIR RECOGNITION SCORES OF SEVENTH-GRADE STUDENTS TO PROVIDE SUPERVISORY AND ADMINISTRATIVE GUIDELINES FOR THE ORGANIZATION OF EFFECTIVE INSTRUCTIONAL ENVIRONMENTS

Order No. DA8408614

DELLA VALLE, JOAN CHANDROSS, ED.D. *St. John's University*, 1984. 132pp.

The purpose of this study was to investigate the effect of preferences for Mobility upon the word-pair recognition scores of seventh grade students.

To establish Mobility preferences, the Learning Style Inventory (Dunn, Dunn & Price, 1979) was administered to 417 seventh grade youngsters. Examination of the data revealed that 217 preferred Mobility, while 89 preferred Passivity. Forty youngsters ultimately were selected to participate in this research; twenty were at each end of the Mobility preference scale. In addition, all subjects evidenced Consistency Scores of 100, verifying the accuracy of that information for each pupil.

Tasks were developed using the Dolch (1942) and Kucera-Francis (1967) high frequency word lists. A repeated-measures experimental design required subjects to participate in both environments. In the mobile condition, students moved around the perimeter of the room while examining 15 sets of word-pairs. In the passive situation, 15 sets of word-pairs were flashed onto a screen while participants remained seated. After each presentation, subjects were provided with a list of 60 word-pairs and asked to circle those they had just seen.

The 2 x 2 x 2 ANOVA revealed that no significant differences emerged between gender, preference, or environment. However, the interaction between learning style preference and environmental condition demonstrated statistical significance beyond the .001 level. Further analysis of simple effects conducted to clarify the specific points of interaction revealed: (1) A significant difference was evidenced between students in the active environment. Specifically, pupils who preferred a mobile environment performed statistically better in that condition than students who preferred passivity. (2) There were no significant differences between youngsters in the passive environment. However, an examination of the data revealed that Mobility preferenced subjects averaged 7.15 in the passive environment in contrast to Passively preferenced pupils who earned an 8.7. (3) A significant difference emerged between the scores of students with a preference for Mobility. Specifically, when matched with their environmental choice, they performed statistically better than when mismatched. (4) A significant difference emerged between scores of students with a preference for Passivity. Specifically, when matched with their environmental choice, they performed statistically better than when mismatched.

These data further confirmed the need to match learning style preference with appropriate instructional techniques, materials, and environments.

INTERACTIVE EFFECT OF ATTITUDE, DOGMATISM, AND CONTENT UPON AN ASPECT OF COMPREHENSION

Order No. DA8405966

ENKE, SUSAN RIEDEL, PH.D. *Wayne State University*, 1983. 179pp.
Adviser: Dr. James Blake

The research, acknowledging the impossibility of measuring comprehension directly, proposes to investigate the measurable effects of content, beliefs, and personality upon the reader's interaction with text. The investigation attempts to answer the following questions: (1) What is the effect of disparity between content and attitude upon the comprehension of conservative twelfth-grade female students high in dogmatism and upon the comprehension of conservative twelfth-grade students low in dogmatism? (2) What is the effect of disparity between content and attitude upon the comprehension of liberal twelfth-grade female students high in dogmatism and upon the comprehension of liberal twelfth-grade female students low in dogmatism?

The subjects for the study were drawn from 348 twelfth-grade females enrolled in two high schools in a suburban middle- and lower-class business/skilled-labor community. The forty-four subjects in the sample received a reading comprehension subtest to determine reading ability of 9.2 (GE) or higher, qualifying them for further participation. Subjects then completed the Attitudes Toward Women Scale, Short Form (Spence and Helmreich, 1972) and the Dogmatism Scale, Form E (Rokeach, 1960) to determine high/low dogmatism and conservative/liberal attitude cell groups. Each group then read Text B_1, a male-oriented occupational description, and two weeks later Text B_2, a female-oriented occupational description. Subjects rated a list of twenty text-related propositions immediately after reading each text.

A two-way analysis of variance for each of two populations, conservative and liberal, was conducted in order to examine the interaction among the independent variables of attitude, dogmatism, and content.

For conservative students, a significant main effect for text upon comprehension exists as well as a main effect for dogmatism upon comprehension in the direction predicted; no interactive effect of dogmatism and text upon comprehension occurred for conservatives or liberals. Strong significance exists for both main effects, dogmatism and text, upon comprehension for liberal students.

THE EFFECTIVENESS OF DIRECT DECODING TRAINING FOR THE IMPROVEMENT OF ACHIEVEMENT WITH BEGINNING READERS

Order No. DA8406290

GERARDI, DANIEL ANTHONY, PH.D. *New York University*, 1983. 213pp.
Chair: Professor George Manolakes

The purpose of this study is to examine those expectations generally held for a subskill application which uses direct decoding method training for the improvement of reading for those children whose reading growth has been evaluated as "poor" by testing procedures. The expectations are that such training will result in significant word recognition and comprehension achievement for poor readers and that such training will result in a greater gain in reading achievement than for poor readers using an indirect method.

Participants in this study were 70 primary grade pupils from a suburban metropolitan New York area town. The experimental group children received daily instruction on a subskill reading program which included direct decoding method training as their only reading program. The control pupils received daily instruction in a developmental analytic basal reading program. The pupils reading achievement was followed for two years beyond their participation in the training program. The four hypotheses of the study stated that poor readers who participate in direct decoding method training as part of a subskill approach to reading improvement will perform significantly better on word recognition and comprehension tasks than poor readers of comparative initial achievement who receive indirect decoding method training. This superior performance was hypothesized for the immediate period following training and one and two years following the training.

THE RELATIONSHIP OF WAIS-R SCORES, SOCIAL STATUS, AND EDUCATIONAL VARIABLES TO READING ACHIEVEMENT IN PRISON POPULATIONS

Order No. DA8418415

GREENWOOD, SCOTT COLEMAN, ED.D. *Lehigh University*, 1984. 181pp.

This study investigated certain cognitive, social, and educational variables as they impacted upon the reading achievement of incarcerated adults. The study was intended to provide a baseline descriptive analysis and to serve a heuristic function for future research.

The sample was comprised of 606 individuals incarcerated in prisons in Louisiana, Pennsylvania, and Washington. All subjects were administered the Tests of Adult Basic Education (TABE) and the Wechsler Adult Intelligence Scale-Revised (WAIS-R). The subjects were subsequently divided into "able" (N = 335) and "disabled" (N = 133) reading groups for further analysis. Five broad research questions were investigated. General descriptive data were gathered for the total sample, and the two reading groups were systematically examined. Then the WAIS-R data, as well as social and educational information, were entered into a series of discriminant analyses to determine if the able and disabled reading groups were quantitatively separable with respect to the various predictors.

The two reading groups were significantly different in ethnic background, highest grade of formal education completed, and the number of men and women in each group. Additionally, there were disparities between the groups in cognitive ability as measured by the WAIS-R. Individual subtest differences resulted in differences in Wechsler Verbal, Performance, and Full Scale IQ's; recategorized Bannatyne factor scores for the two groups were also significantly different. MANOVA and studentized Newman-Keuls procedures revealed a statistically significant Spatial > Sequential > Conceptual Bannatyne hierarchy for disabled readers. In the discriminant analyses, it was found that the cognitive variables were much more reliable predictors of reading ability and disability than were the social and educational data.

The general conclusion was that able and disabled reading groups were significantly different in cognitive abilities as measured by a standardized, individually administered IQ test. In examining heterogeneous groups of this size, however, the interaction issues and cause-and-effect problems were, unfortunately, not resolved. Additionally, individual differences may have been obscured by examining group means.

The subjects were found to be functioning far below national norms. Redesign of educational programs in prisons is needed to meet the basic needs of the majority of these individuals.

THE EFFECTS OF A FUNDAMENTAL MAGNET SCHOOL PROGRAM ON THE ACADEMIC ACHIEVEMENT OF THIRD AND FIFTH GRADE CHILDREN

Order No. DA8421114

GRIFFIN, ROQUETTE BATALO, ED.D. *University of Georgia*, 1984. 235pp.
Director: Bert O. Richmond

An alternative school program--the fundamental magnet--was compared with a conventional school program to determine which program produced greater academic gains in the areas of reading, mathematics, language, and spelling as a function of race, sex, socio-economic status, and treatment.

The *California Achievement Test* was administered in the fall and in the spring of an academic year to 146 third grade students and 150 fifth grade students. The students were matched on race, sex, and socio-economic status. Half of the students in the sample attended a conventional school which served as the control school, and half attended the alternative school.

Each subtest of the *California Achievement Test* was examined separately using ANCOVA's, with the pretest being used as the covariate since the measure of achievement, the *California Achievement Test*, was the dependent variable.

The results of this study indicated that at the third grade level, the variable of treatment yielded significant differences in eight of 13 areas of achievement: Reading Vocabulary, Spelling, Language Mechanics, Total Language, Mathematics Computation, Mathematics Concepts and Applications, Total Mathematics, and Total Battery. The variable of sex yielded significant differences in nine of 13 areas, with males making greater gains in Phonic Analysis, Reading Vocabulary, Total Reading, Language Mechanics, Total Language, Mathematics Computation, Total Mathematics, and Total Battery. Females made greater academic gains in Spelling. White subjects scored significantly better than black subjects in Language Expression as a function of the variable of race, and no significant differences existed when scores were analyzed as a function of socio-economic status.

At the fifth grade, the treatment group made significantly greater gains in Spelling, Language Mechanics, Total Language, Mathematics Concepts and Applications, Total Mathematics, and Total Battery than did the control group. The variable of race produced no significant differences in academic gains, while high socio-economic status subjects scored significantly better than low socio-economic status subjects in Spelling, Language Mechanics, Language Expression, and Total Language. Females scored significantly higher than did males in Spelling, while males scored significantly higher than did females in Mathematics Concepts and Applications.

The findings of this study suggest that the fundamental school program may produce greater achievement gains than does the conventional school program.

THE RELATIONSHIP BETWEEN SELECTED SCHOOLING INPUTS AND PROCESSES AND GAINS IN ELEMENTARY SCHOOL PUPIL ACHIEVEMENT IN READING, LANGUAGE ARTS, AND MATHEMATICS

Order No. DA8409611

GUTH, JAMES HARRY, ED.D. *North Carolina State University at Raleigh*, 1983. 319pp. Supervisor: Carl J. Dolce

Input-output and case study approaches were combined to investigate the relationship between selected schooling inputs and processes and gains from the third- to the sixth-grade in pupils' California Achievement Test total scores in reading, language arts, and mathematics in 122 elementary schools in North Carolina. Three Pupil Variables, nine School Variables, five Principal Variables, and one Financial Support Variable were the input variables of the study. School's Learning Environment, School's Instructional Program, and Principal's Instructional Leadership and Management were the process variables of the study.

In the research design, two controls (for different school units and for pupils' socioeconomic status) were used to investigate the relationships between the input variables and pupils' achievement gains. Three controls (for different school units and grade organizations, for different principals, and for pupils' mobility) were used to determine the sample. Two controls (for inputs and for outcomes) were used to determine the schools to visit and to investigate the relationships between the process variable and pupils' achievement gains. The Pupil Variables were combined as an index of pupils' socioeconomic status.

Aggregate and school-by-school data analyses were performed to determine the relationships between the input variables and pupils' achievement gains. Variances in the process variable measures were compared with the variances in pupils' achievement gains to determine the relationships between the process variables and pupils' achievement gains.

Percent of teacher turnover was found to be positively and significantly ($p < .05$) related to gains in pupils' reading and mathematics achievement. Pupils' third-grade achievement was found to be the best predictor of pupils' sixth-grade achievement. Pupils' socioeconomic status was not found to be related to pupils' achievement gains. Pupils' race was not found during school visits to be related to pupils' achievement gains. Schools were not found to exhibit similar gains in all three areas of achievement. All three process variables were found to be related to pupils' achievement gains.

AN INVESTIGATION OF READING AND CONCEPTUAL TEMPO MEASURES

HALPERN, HONEY GAEL, D.ED. *The University of British Columbia (Canada)*, 1982. Supervisor: Dr. R. D. Chester

This study gathered empirical data concerning the requirements of tasks utilized to measure reading in relation to the requirements of tasks utilized to measure conceptual tempo. The administration of the Matching Familiar Figures Test (MFFT) indicates either a reflective or an impulsive conceptual tempo. In order to investigate the possible relationship between conceptual tempo and reading, all subjects, impulsives and reflectives, were presented with reading tasks that approximated the MFFT in problem solving demands, and with reading demands that did not, i.e. some tasks with similar distractors and some with dissimilar distractors. The influence of the difficulty of the material was also investigated. The study employed both word recognition and comprehension tasks.

One hundred and sixty-eight grade two students in New Westminister, British Columbia were administered the MFFT and the eight reading tasks. Second language learners and special education students were not included in the data analysis. The sample was identified as having middle socio-economic status by teachers and principals.

The data were analyzed in a one-way MANOVA with conceptual tempo constituting the single independent variable. Impulsives and reflectives were compared across all the reading tasks in order to identify significant differences between the two groups. An alternate analysis of the data, a 2 x 2 x 2 MANOVA with repeated measures, was also performed. The dependent variables were comprehension and word recognition.

The multivariate analysis of variance for conceptual tempo was found to be significant $F(8/88) = 2.978$, $p = .005$. In the word recognition tasks, when the distractors were similar, an effect of conceptual tempo is apparent, $F(1) = 5.334$, $p = .021$, $F(1) = 5.997$, $p = 0.16$. When the distractors were dissimilar, no effect of conceptual tempo is apparent, $F(1) = 2.533$, $p = .111$, $F(1) = .001$, $p = .930$. In the comprehension tasks, impulsives made more errors on both the similar and dissimilar tasks. Overall, the impulsives made more errors than the reflectives in reading tasks having similar distractors and impulsives made as many as or more errors than reflectives in reading tasks having dissimilar distractors. The results of the 2 x 2 x 2 MANOVA were similar to the one-way MANOVA.

THE RELATIONSHIP OF STUDENT ATTITUDE TO ACADEMIC ACHIEVEMENT IN READING/LANGUAGE, MATHEMATICS, SCIENCE, AND SOCIAL STUDIES WHEN GENDER, GRADE LEVEL AND CLASS SIZE ARE CONTROLLED

Order No. DA8410453

HAYES, RALPH W., ED.D. *Ball State University*, 1984. 115pp. Adviser: Dr. George D. Marconnit

The purpose of the study was to determine the relationship of student attitude to academic achievement in reading/language, mathematics, science, and social studies while holding gender, grade level, and class size constant.

The review of related literature revealed the transition of educational emphasis from positive cognitive outcomes to affective considerations. Research dealing with the effect of the independent variables, gender, grade level, and class size, as well as that showing the impact of attitude toward reading/language, mathematics, science, and social studies as they affected achievement in those subjects was studied.

A multiple partial canonical correlation analysis was used to treat the data.

Population. (1) Sample data were collected from thirteen Indianapolis area private Christian schools. (2) Three hundred eighty-four subjects were boys and three hundred eighty-three were girls. (3) Grade four had one hundred forty-five boys and one hundred forty-three girls. Grade five had one hundred eighteen boys and one hundred sixteen girls while grade six had one hundred twenty boys and one hundred twenty-five girls. (4) Forty-nine students were administered the *California Achievement Test*, one hundred forty-six the *Stanford Achievement Test*, one hundred forty-eight the *Metropolitan Achievement Test*, and four hundred twenty-four the *Iowa Tests of Basic Skills*. (5) Three hundred seventy-two students were from Baptist schools, fifty-four from Church of Christ schools, seventy-five from Church of God schools, forty-one from Nazarene schools, and two hundred twenty-five from non-church related Christian schools.

Findings. The null hypothesis was rejected at the .01 significance level for the *California Achievement Test*, *Iowa Tests of Basic Skills*, and the *Stanford Achievement Test*, and at the .05 significance level for the *Metropolitan Achievement Test*.

Conclusions. (1) There is a relationship between student attitude toward reading/language, mathematics, science, and social studies and achievement in reading/language, mathematics, science, and social studies when extraneous variables are partialed out. (2) That the relationship is not the result of sample error is implied by the significant X^2 tests.

THE EFFECTS OF METHYLPHENIDATE ON THE READING BEHAVIORS OF ELEMENTARY SCHOOL CHILDREN DIAGNOSED AS HYPERACTIVE

Order No. DA8421123

HYND, CYNTHIA R., ED.D. *University of Georgia*, 1984. 376pp. Director: Bob W. Jerrolds

The purpose of this study was to examine the effects of methylphenidate on hyperactive elementary school children as to: overall reading performance; oral reading accuracy; use of context; the recall of propositions in written text; the ability to rapidly recognize likenesses and differences in graphically similar words; attitude towards reading; and impulsivity/reflectivity.

Fourteen children were identified from middle and northern Georgia who had been diagnosed hyperactive and who were taking methylphenidate. These children were given one week placebo and one week methylphenidate at the regular dosage levels in a randomly assigned manner, using double-blind procedures. They were tested and interviewed one time during each week. Their teachers, and their parents filled out behavioral rating scales for each week and were interviewed.

The results indicated a significant difference due to condition (methylphenidate or placebo) for oral reading accuracy. It was found that the number of oral reading miscues was significantly reduced in the methylphenidate condition. Interview data suggested that subjects when in the methylphenidate condition perceived themselves as doing poorer on the MFF and oral reading than when in the placebo condition. Interview data suggested that subjects in the methylphenidate condition may be better able to read previously missed words when they are presented in the context of a sentence than are subjects in the placebo condition. In addition, behavioral differences between the two conditions were recognized by subjects, their parents, and their teachers with a high degree of accuracy.

Conclusions are that: (1) although improvements in behavior may occur on methylphenidate, there is little improvement in overall achievement in reading or in more discrete reading variables. (2) teachers, parents, and physicians should realize that methylphenidate may improve performance in some tasks but may not improve and may possibly hinder performance on others; (3) physicians, teachers, parents, and the child should carefully monitor a great many variables to determine whether the child should stay on or be taken off medication.

EFFECTS OF COLOR AND PRINT SIZE ON READABILITY

Order No. DA8412779

JOHNSTON, RAYMOND L., PH.D. *University of Missouri - Columbia*, 1983. 93pp. Supervisor: Dr. Curtis R. Weston

The need for easily read printed materials is very real in the teaching profession. With the many choices of paper color and types of print available, the teacher must be able to make an intelligent choice concerning the combinations of color and print. A review of literature indicated that much work has been done with ink color and light intensity's affect on reading. Literature also indicated that researchers in readability and publishers need to work together to produce more easily read materials.

Purpose of the Study. The purpose of this study was to ascertain readability for color and print combinations presented. The background colors were blue and white and the print types were standard 10 point pica and orator--types and colors readily available to educators.

Research questions were: (1) To what extent does changing combinations of type size of printed materials from 10 point pica type to orator type and background color from white to blue affect readability of printed materials for adults--in this case, vocational agriculture teachers? (2) To what extent does the opinion of the respondents vary as to the difficulty of the ease of reading of printed materials when combinations of 10 point pica type and orator type is used with either white or blue background?

Procedures. The sample for the study included 182 of the 323 secondary vocational agriculture teachers of Missouri attending the teachers conference held during the 1983 state FFA contests and convention.

The subjects were randomly selected for the four cells. The cells contained subjects receiving test instruments of: (1) white background with pica type; (2) white background with orator type; (3) blue background with pica type; and, (4) blue background with orator type. All subjects received the same instructions for completing the test instrument. In addition, all were in the same room; therefore, light, noise and other factors were the same for all participants. Upon completion of the test, the participants were released.

Conclusions. Based on the results of the study, it was concluded that: (1) The background color blue or white does not affect preference or readability for this group of subjects; (2) The type--standard 10 point pica or orator type--does not affect preference or readability for this group of subjects. Either of the types or background color would be effective in presenting printed materials to adult learners. Implications here are for college level courses, GED programs for adults and industry in its training programs.

THE INFLUENCE OF AN AUDITORY APPROACH USING RECORDED STORY-TELLING SESSIONS TO IMPROVE READING PERFORMANCE

Order No. DA8418662

LAYNE, ROBERT DAVID, PH D. *Saint Louis University*, 1984. 80pp.

The purpose of this study was to investigate the influence of auditorially presented story-telling tapes on selected measures of reading achievement and auditory sequential memory. Specifically, story telling was operationally defined as stories taken from folklore, fairy tales, and children's novels presented auditorially via recorded cassette tapes. Reading achievement was defined by the subjects' reading level as measured by total reading raw score of the Woodcock Reading Mastery Test. Auditory sequential memory was operationally defined by the subjects' total auditory memory raw score as measured by the Visual Aural Digit Span Test. The effectiveness of auditorially presented story-telling sessions was assessed by investigating the relationship between these selected measures of reading achievement and auditory sequential memory and story-telling sessions for students who: (a) had listened to auditorially presented story-telling sessions for six weeks or (b) had not received story-telling sessions for the same six weeks.

Post-test data for both experimental and control groups was collected by administering the Woodcock Reading Mastery Test Form B and the Visual Aural Digit Span Test after a six-week period.

The results of this study did not indicate that the story treatment group gains were significantly higher ($P < .05$) on the total score scale of the Woodcock Reading Mastery Test, nor sequential memory as measured by the total score on the Visual Aural Digit Span Test.

In that the study was not significant, no generalization could be made regarding auditory training and its effects on reading. The author indicated the need for additional research using extended treatment procedures in auditorially presented story telling and the acquisition of reading ability.

A STUDY OF THE EFFECTS OF VISUAL ORGANIZERS ON LEARNING AND RETENTION

Order No. DA8418132

MILLER, RONALD EDGAR, ED.D. *University of Northern Colorado*, 1984. 151pp.

This study was based on the assumption that advance organizers give students a schema for learning and remembering subsequent information. The problem studied was whether visual organizers, presented as excerpts from a motion picture, would give students a more elaborate schema for subsequent learning than prose organizers.

The seventh- and eighth-grade classes at the University of Northern Colorado Laboratory School were randomly assigned to three treatment groups. The lesson materials were three selections from the novel *Shane* by Jack Shaefer. The Visual Organizers consisted of three excerpts from the motion picture "Shane." The Prose Organizers consisted of three excerpts from the novel.

The students participated in six lessons on character analysis. Lessons One, Three, and Five were Visual and Prose Organizer treatments. After each organizer lesson the students produced a schema for Shane by writing a description of him. Lessons Two, Four, and Six required both organizer groups and a control group to read the three selections from the novel. One half of each treatment group was tested either one day after the experiment ended or two weeks after the experiment ended.

Students were tested for recall by writing a description of Shane. The students' ability to analyze Shane's character traits was measured by a 25-item multiple-choice test.

Planned (a priori) comparisons were used to analyze the data from the recall test, the multiple-choice test, and the schema data from the organizer lessons.

No significant differences were found among the three treatment groups for the multiple-choice test. A significant treatment effect was found for the immediate recall test. The visual and prose organizer groups wrote a more accurate and complete description of Shane than the control group. There was no significant difference between the visual and prose groups in their written descriptions of Shane. However, the prose organizer group produced a more elaborate schema for the organizer lessons than the visual organizer group.

The fact that the visual organizer group scored significantly better on immediate recall than the control group should encourage further research on using motion pictures as visual organizers.

THE EFFECT OF LEARNING STYLE PREFERENCES ON ACHIEVEMENT WHEN AN ADVANCE ORGANIZER IS EMPLOYED

Order No. DA8412957

NIDES, ALEXANDER GEORGE, PH.D. *Georgia State University - College of Education*, 1984. 197pp.

Purpose. The objective of the study was to locate correlative effects of learning style preferences of eighth grade students on achievement in the learning of anthropological concepts when an advance organizer is employed to facilitate learning for the purpose of explaining possible learning style sources of variance in the inconclusive findings of advance organizer research.

David P. Ausubel's theory of meaningful verbal learning directs that an advance organizer, written at a higher level of abstraction, generality, and inclusiveness than the material to be learned, read in advance of the learning task, would provide ideational anchorage for more efficient and stable learnings. The research following Ausubel's seminal work has not supported the efficacy of advance organizers.

Methods and Procedures. The study was conducted with 122 eighth grade social studies students. Twenty-one learning style preferences were assessed by the Learning Style Inventory in four preference domains: environmental, emotional, sociological, and physical. The advance organizer, accompanying reading, and achievement test came from the Anthropology Curriculum Project. Reading ability was statistically controlled. Correlational analysis tested the hypotheses.

Results. The primary hypothesis assessing the effects of the 21 preferences on achievement was tested by point-biserial correlational analysis. No significant positive coefficients (.05) were found for the entire group or for females and males treated separately.

A secondary hypothesis related the effect of the number of matches of preferences with treatment conditions on achievement within the four learning style domains. The hypothesis was tested by Pearsonian correlation analysis. No significant positive coefficients (.05) were found for the entire group or for females. For males, one significant low coefficient ($r_{xy.z} = .14$) was found for the effect of the number of matched environmental preferences on achievement.

Conclusions. Learning style variables expressed as preferences for environmental, emotional, sociological, and physical factors do not account for variability in achievement when an advance organizer is employed in the learning of anthropological concepts or suggest reasons for the failure of other research to affirm the efficacy of the advance organizer.

THE IMPACT OF SCHOOL RESOURCES ON ELEMENTARY STUDENTS' ACHIEVEMENT IN READING AND MATHEMATICS IN A SELECTED WISCONSIN SCHOOL DISTRICT

Order No. DA8416950

O'BRIEN, SUSAN, ED.D. *Loyola University of Chicago*, 1984. 182pp. Director: Max A. Bailey

The purpose of this study was to determine which of the selected school resources had the greatest impact on reading and mathematics achievement of third and fifth grade students in an intermediate-sized Wisconsin school district. While the majority of input-output studies in education have focused on minority and lower socioeconomic populations, this study's population was nonminority and represented all socioeconomic groups.

The sample included 145 third and 145 fifth grade students. Data on 82 independent variables were collected and analyzed. The students' achievement test scores in reading and mathematics served as the dependent variables. Four research questions concerning the relationship between school resources and achievement were established. Step-wise multiple linear regression analysis was used to examine the relationship between the independent and dependent variables.

The student-related variables that contributed toward achievement in reading and/or mathematics included the following: instructional level in reading, instructional level in mathematics, family income, father's occupation and mother's education, age, days absent, custodial parent, attitude toward subject and teacher, and years in present school. Included among the teacher/classroom variables that contributed toward achievement were the undergraduate college the teacher attended, minutes per day of reading and mathematics instruction, expenditures on mathematics textbooks, years teaching experience, and the "structuredness" of the school. The principal-related variables that contributed toward achievement included the *Leader Behavior Description Questionnaire* production score, sex, administrative certificates, and the college from which the principal's master's degree was earned.

THE RELATIONSHIP OF BIBLIOTHERAPY, SELF CONCEPT AND READING READINESS AMONG KINDERGARTEN CHILDREN

Order No. DA8402425

RAY, ROBERT DOUGLAS, ED.D. *Ball State University*, 1983. 208pp. Chairman: Dr. Donavon D. Lumpkin

This study was designed to determine degree to which self concept and reading readiness of kindergarten children might be affected through a bibliotherapeutic intervention program. The procedure employed oral reading of selections by the teacher, retelling of stories by children, discussion questions, and follow-up activities.

The population consisted of ten kindergarten sections (six experimental and four comparison) in four elementary schools within Harrison District # 2, Colorado Springs, Colorado.

Assessment instruments included scales from the *Stanford Early School Achievement Test*, and three subcategories and total self concept measures from the *I Feel . . . Me Feel: Self Concept Appraisal*.

The procedures followed by classroom teachers who used the bibliotherapy program during a four-month experimental period were explicitly described in a handbook provided.

A one-way multivariate analysis of variance (MANOVA) tested the null hypotheses of no significant differences between bibliotherapy and comparison groups on measures of (1) self concept and (2) readiness. Univariate F statistics revealed that factors contributing to the significant F included three measures of self concept--Self, Others, Surrounding--and one reading readiness measure--Word Reading.

The hypothesis of correlation between self concept employed a one-tailed t statistic. Statistically significant correlations were evidenced between self concept total and two readiness subtests--Math and Environment.

Findings included: (1) Significant differences for all three self concept measures favoring the bibliotherapy group. (2) Statistically significant differences between the bibliotherapy and comparison groups for one of the two reading readiness measures with no significant difference for general areas of readiness. (3) No statistically significant correlations between self concept and reading readiness measures; statistically significant correlations for two areas of general readiness.

Among the population studies, it was concluded that bibliotherapy appeared to have a favorable impact on pupil perceptions and achievement. Use of bibliotherapy by teachers was recommended as well as further research to establish potential effectiveness.

THE ROLE OF AUDITORY ANALYSIS AND SYNTHESIS IN DEVELOPING READING COMPETENCE Order No. DA8411835

RETTINGER, GEORGINA S., PH.D. *University of Pittsburgh*, 1983. 154pp.

Although earlier studies showed that skill in auditory analysis and synthesis was related to recoding skill, none showed the relationship of either auditory analysis or synthesis to overall reading achievement. Hence, the purpose of this study was to answer questions about the differences in the auditory analysis and synthesis skills of good and poor readers in grades 1, 3 and 6, and about the correlations among auditory processes and reading skills.

A pilot study determined the appropriateness and reliability of four experimental tasks: an auditory synthesis task, two auditory analysis tasks and a test of synthesizing printed word elements. Then 120 first, third and sixth graders were randomly selected to represent each quarter of the population's prformance on a standardized reading achievement test. Students in the top quarter were considered good readers; those in the bottom quarter were labeled poor readers. All students were given a battery of six reading skill tests, three auditory processing tasks and a test of vocabulary.

The major conclusions of this study were: (1) these tests provide more information about the role of phoneme manipulation and phoneme counting in developing reading achievement than they do about the role of auditory analysis and synthesis; (2) phoneme manipulation develops as reading skill develops and possibly as a result of reading skill development; (3) phoneme counting has little relationship to reading achievement once phonics is no longer emphasized; (4) many first graders are able to achieve success in reading without skill in phoneme manipulation and phoneme counting. Minor conclusions included: (1) skill in phoneme manipulation is related to the degree to which letter-sound correspondences are internalized, and (2) neither phoneme manipulation nor phoneme counting appears to be related to cognitive maturation.

Because the results supported Smith's theory of word processing, this study has implications for educational practice and for educational theory.

THE IMPACT OF PRESCHOOL PROGRAMS AND HOME FACTORS ON THE READING READINESS OF FIRST GRADE LEARNERS Order No. DA8415668

ROBERTS, TAMARA LINDSAY, PH.D. *Kansas State University*, 1984. 110pp.

The purpose of the study was to determine the relative influence of preschool programs on the reading readiness of first grade children, given the level of home factors for support. The study attempted to determine whether preschool settings classified as structured, less structured, or unstructured, tended to be associated with readiness for reading, when home factors were held constant.

The subjects for the study were 120 first grade students enrolled in three public schools serving a middle and upper class population in a northwestern Mississippi city of 50,000 persons.

Questionnaires and release forms were sent to the parents of these subjects. After permission was obtained, the reading readiness scores from the *Boehm Test of Basic Concepts* from students' school records were recorded.

A total of 16 preschool directors were visted and given the preschool director's classification survey. The survey consisted of 33 preschool experiences. The Likert scale was used and items were scored in terms of importance to the preschool programs. Items were totaled under each category (structured, less structured, and unstructured), giving each preschool three scores, the lowest score used to classify it.

The statistical techniques employed were one way analysis of variance, analysis of covariance, and the Pearson Product Moment Correlation. SPSS was the program used.

No significant differences were found between readiness scores of students who attended structured preschool types, less structured preschool types, or unstructured preschool types when home factors were eliminated. Significant relationships were found between the home factors and readiness scores.

AN ASSESSMENT OF ADLERIAN LIFE STYLE AND READING ABILITY OF NINTH GRADERS Order No. DA8415055

SPENCER, FRANK EUGENE, PH.D. *The University of Arizona*, 1984. 159pp. Director: Wilbur S. Ames

The purposes of this descriptive study were to examine: (a) the general approaches to life tasks of sample groups of good and poor ninth grade readers; and (b) the specific intrinsic motivations of such readers toward or against participating in the process of learning to read better within the context of the approaches taken to life tasks. The theory, instruments, and analytical procedures of Adlerian (Individual) Psychology were used as a framework for gathering the data and analyzing the findings.

The subjects, fifteen good readers and fifteen poor readers, were administered the Life Style Assessment interview, an informal projective technique for deriving the following outcome measures for each subject: (a) positive and/or negative Life Style themes, assigned weights to show prominence in the private logic; (b) positive, negative, or mixed attitude toward reading as perceived by the interviewer; (c) a Reading/Life Style statement, a set of responses representing the subject's self-view, view of reading, and internal motivations toward or against participating in the process of learning to read better ("I am ..., reading is ..., therefore learning to read better is ..."). The Reading/Life Style statement was used to explain each subject's application of Life Style themes to reading, attitude toward reading when it was not consistent with achievement, and motivation toward or against reading.

The conclusions drawn in the study were: (1) There are no sets of predominant Life Style themes which characterize good and poor readers and separate them clearly. (2) Neither positive nor negative Life Style themes are predictive of reading achievement. (3) The attitude of good and poor readers toward reading achievement depends on the self-perceived usefulness of reading in attaining goals. (4) The motivation of good and poor readers toward or against improving reading ability may be one application of more general motivations toward the socially-oriented goals of completing life tasks.

RELATIONSHIPS OF CHRONOLOGICAL AGE, PSYCHOLOGICAL TYPE, AND READING COMPREHENSION OF COLLEGE STUDENTS

Order No. DA8415174

THOMASON, ROSE S., ED.D. *The University of Florida*, 1983. 85pp. Chairperson: Ruthellan Crews

The purpose of this study was to investigate the relationship and interaction of selected factors that may influence reading comprehension of college students. Reading comprehension was measured by the McGraw-Hill Basic Skills System Reading Test (MHRT). The factors include chronological age and psychological type, as identified by the Myers-Briggs Type Indicator (MBTI). The subjects were 224 University of North Florida education students, who were randomly selected to represent each of 16 psychological types. Within each type, two subjects were represented in each of seven age groups, ranging in age from 19 to 60.

Two hypotheses tested for correlation between total reading comprehension scores and 16 psychological types, and the single dimensions of type. Two hypotheses tested for correlation between critical reading comprehension scores and psychological type and single dimensions of type. Two hypotheses tested for correlation with detail reading comprehension scores and psychological type and single dimensions of type. Three hypotheses tested the correlation between reading comprehension--total, critical, and detail--and chronological age. The final hypothesis tested for interaction between total reading comprehension and the single dimensions of type and chronological age.

The results indicated that three psychological types correlated negatively with total reading comprehension scores--ISTJ, ISFJ, and ISFP; ISTJ correlated with critical reading scores and ISTJ, ESTP, and ISFJ correlated with detail reading scores. Sensing was negatively correlated with all three measures of reading. Judging was positively correlated with total comprehension and critical scores. Detail reading scores correlated positively with introversion and thinking. There was no significant correlation found with reading comprehension and age. No interaction was found with total reading comprehension and single dimensions of type and age.

Thus, there is evidence that psychological type does affect reading comprehension. The preference for sensing over intuition, which indicates perception or learning style, resulted in poorer performances in all measures of reading. No evidence was found that would suggest intellectual developmental trends across the adult years.

THE RELATIONSHIP OF SCHOOL ENROLLMENT SIZE AND STUDENT ACHIEVEMENT IN READING, LANGUAGE AND MATHEMATICS IN NEW MEXICO SCHOOLS

Order No. DA8414597

VAUGHN, ROSCO C., ED.D. *New Mexico State University*, 1984. 176pp. Chairman: Dr. Darrell S. Willey

The purpose of this study was to determine the relationship of school enrollment size and student achievement in the areas of reading, language and mathematics. Data from New Mexico Public Schools were analyzed for grade levels five, eight and eleven for the 1977-78, 1978-79, 1979-80 and 1980-81 school years. A total of 566 schools were included in the study. The dependent variables of the study were mean scale scores by school on the reading, language and mathematics subtests of the Comprehensive Tests of Basic Skills.

Although the raw data indicated that students from larger schools performed better on achievement tests in these three areas, multiple regression analysis showed that when the variables of socioeconomic status and ethnicity were taken into account, size of school was no longer an important factor in predicting student achievment. Socioeconomic status and ethnicity were the best predictors of achievement. These two variables accounted for more of the variance in reading, than in language and more in language than in mathematics, especially at the elementary level.

THE EFFECT OF THE SINGLE-PARENT FAMILY ON READING COMPREHENSION AND ATTITUDE TOWARD READING

Order No. DA8408155

WALDRON, JEAN MUSSEHL, ED.D. *University of Northern Colorado*, 1983. 165pp.

The purposes of the study were to compare mean score differences in attitude toward reading, reading comprehension, and teacher expectation of student potential in reading achievement for one-hundred-seventy third- through sixth-grade students at one elementary school. Students were assigned to one of the following family memberships: Single-parent due to divorce, less than one year; single-parent due to divorce, greater than one year; two-parents, biological parent and step-parent, greater than one year; two biological parents; and two parents, biological parent and step-parent, less than one year.

Students were given a measure of socio-economic status based upon the use of the *Hatt-North Occupational Prestige Scale*. Reading comprehension and attitude was measured through the use of the *Estes Attitude Scale* and the *Stanford Diagnostic Reading Test*. Teachers rated student potential on a five-point scale, from poor to excellent potential for reading achievement.

One-way analysis of variance, analysis of covariance with socio-economic status the covariant, and orthogonal contrasts was used to analyze the data.

There were no significant mean score differences among children from the five family patterns with regard to attitude toward reading and teacher expectation of potential for reading achievement. There were significant differences among reading comprehension levels for children residing in single-parent families due to divorce, less than one year; and two-parent families, biological parent and step-parent, less than one year ($p < .05$). This led to the conclusion that children residing in homes in which there is recent trauma within the year perform less well in reading comprehension than do children residing within more stable family patterns of greater than one year. Therefore, children undergoing trauma within the year score less well in the complex cognitive act of reading than children from stable family patterns. Given time, lowered achievement in reading comprehension seems to be rectified.

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